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ABSTRACT

A 10-week program was developed to provide structure, consistency, and organization in the classrooms of 30 elementary-age emotionally handicapped (EH) students. The program sought to assist the students with staying on task, becoming structured, and reducing inappropriate behavior. The program contained two basic components (a behavioral management system and a task development program) that were consistently applied by three classroom teachers. The behavior management component utilized the "Levels System," in which students progress through four levels based on individual targeted behavioral needs and students are awarded certain privileges based on their level. Orientation workshops were held for the principal, assistant principal, counselor, EH teachers, EH teacher aides, bus drivers, students, and other personnel. The intervention reduced the occurrence of off-task inappropriate behavior to 30% of the time in target group members. Student attitudes concerning themselves and the EH program improved. Appendices include survey forms, various evaluation forms, administrative forms, and information about the Levels System. (10 references) (JDD)

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# DEVELOPMENT OF AN ARTICULATION PROGRAM FOR THE ELEMENTARY SCHOOL EMOTIONALLY HANDICAPPED PROGRAM

by

RHONDA C. MCKINNEY

A Final Report

submitted to the Faculty of the Center for the Advancement of Education of Nova University in partial fulfillment of the requirements for the degree of Educational Specialist.

June/1989

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Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

Signed _____

Abstract

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Descriptors: Teaching Strategies/Children In Conflict/ Social Learning/Managing Students/Behavior Management/ Exceptional Children/Discipline Programs/Learning Oriented Classrooms/Handicapped Students/Self-Contained Classrooms/

An articulation program was developed in this practicum to structure the emotionally handicapped (E.H.) program. The program's aim was to provide consistency, organization and structure in the E.H. program. This program was designed to assist the students with staying on task, becoming structured and to reduce their inappropriate behavior. This ten week program contained two basic components: a behavioral management system and a task development program. The results of this practicum indicated the need for a structured program that had consistency in every aspect possible. After administering the Pre-Observation of Student Behaviors Checklist and the Student Attitudinal Survey, it was evident that all thirty students in the E.H. program would be classified as the target group. The program proved to provide consistency, organization and structure in the E.H. classes. It also reduced the occurrence of off-task inappropriate behavior seventy percent of the time in the members of the target group. Appendices include the level sheets, progress and conduct reports, behavioral certificates and a table of the Pre and Post Observation of Student Behaviors Checklist.

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Practicum Title Development of an Articulation Program for the Elementary School Emotionally Handicapped Program

Student's Name Rhonda C. McKinney

Program Site Miami Date June 16, 1989

Observer's Name Ruthann Marleaux Ruthann Marleaux
(please print---------and sign)

Observer's position Assistant Principal Phone # 558-8774

Observer's comment on impact of the project (handwritten):

I have observed the development and implementation of the practicum project of Rhonda McKinney. The practicum has made a very positive impact on the life of the school, and the students and teachers involved benefited from the structure given to the program.

# CHAPTER I

## Purpose

The location of this practicum site was an elementary school located in an urban school district which houses pre-kindergarten to sixth grade. The school's staff consists of the following: a principal, an assistant principal, an assistant principal for community education, twenty-nine regular teachers, ten special area teachers, nine exceptional education teachers, a counselor, a Chapter I facilitator, a media specialist, two speech therapists, eleven fulltime paraprofessionals (aides), five who work exclusively in the exceptional education program, two secretaries, one for the community school, an attendance clerk, an office clerk, a data entry specialist, ten cafeteria workers and four custodians.

The school has a growing student population which consists of various ethnic backgrounds. The total population of the student body was comprised of 870 students. Their ethnic composition is as follows: 30 percent White Americans, 7 percent Afro-Americans, 61 percent Hispanic Americans and 2 percent Asian/American Indians.

The school has a large exceptional education program. There are presently nine exceptional education classes in the school. They are as follows: a varying exceptionalities class (V.E.), a learning disabilities class (L.D.), three emotionally handicapped classes (E.H.), two trainable mentally handicapped classes (T.M.H.), a pre-kindergarten varying exceptionalities class (Pre-K) and an autistic class. This practicum site is the only school in its area that houses E.H., T.M.H., Pre-K, Autistic and Intensive Speech Classes. Therefore, those students who are labeled as one of the exceptionalities mentioned are bused to this practicum site to be educated and receive related services.

The school also has six Chapter I classes. Congress created a federal program called Title I of the Elementary and Secondary Education Act in 1965. In 1981 this program's name was changed to Chapter I of the Education Consolidation and Improvement Act. This program was designed so that school districts could provide extra educational assistance to children who were not achieving at the expected rate in their academic work. It is the district's largest federally

sponsored Compensatory Education Program servicing over eighteen thousand students in reading, writing and mathematics instruction daily. The community surrounding the school has changed in the last five years. This community use to consist of upper-middle class single family homes. Now, due to the influx of Hispanic refugees, the community has drastically changed from a totally upper-middle class community to a community of lower-middle class individuals.

The single family homes are now combined with apartment complexes and small motels. The area was once a predominantly Jewish community, but now it is predominantly Hispanic. The students travel to and from school in their parents' car, by city bus, private bus or by walking. The majority of the exceptional education students are bused using the district's school buses.

The writer is employed at the school as an Emotionally Handicapped (E.H.) Supplementary Teacher. This is a pilot position for this county's school system, which is a cluster program for schools who have three or more E.H. classes. There are three E.H. classes at the practicum site housing pre-kindergarten

to sixth grade. An E.H. Supplementary Teacher works totally in the emotionally handicapped program. The primary duties of an E.H. Supplementary Teacher are as follows:

1. To support the other E.H. classroom teachers by planning individual academic and affective programs.
2. To devise appropriate teaching strategies to deliver to the E.H. students.
3. To assist each teacher in developing and implementing an effective classroom management system.

An emotionally handicapped student is labeled as E.H. if the student's behavior goes to an extreme, is unacceptable because of social or cultural expectations, and represents a problem that is chronic (Hallahan and Kauffman, 1988). The E.H. students at this school are from single parent homes, foster homes and some are fortunate to live with both parents. These children have been abused, both physically and sexually, were neglected and have witnessed horrible events in their young lives. For the most part, their parents tend to be supportive, but they really are not very knowledgeable of their children's problems and they do not know exactly how to handle them appropriately. A parent workshop to educate these parents about their

children and appropriate strategies to employ at home is deeply needed.

The problem that existed at this practicum site involved inconsistency in the E.H. Program. The E.H. program was desperately in need of a uniformed behavior management and academic task organization system for its three classes. The students in the E.H. program were exposed to so many different learning styles and behavior management techniques, that they became confused when they moved from one class to another. The teachers were all using different forms of behavior management and teaching techniques, such that when a student moved from one grade to the next grade he/she had to readjust to a teacher's behavior management as well as to the teacher's teaching style.

The fact that no two individuals are the same is realized, but some form of standardization had to be addressed in these E.H. classes. If all three teachers would use a similar system or the same system of academic, affective and behavioral techniques, the students would be able to experience some consistency in their school experience.

Another problem that existed in this E.H. program was that there were two new teachers to this program, as well as to the teaching profession. The third teacher had been in the E.H. program for several years, but administration felt this teacher needed additional training in order to have a productive classroom. This school district has changed drastically and the scope of the E.H. program is also changing.

The administrators at this practicum site were also seeking answers how to provide the best possible curriculum, both academic and affective, and the most effective behavior management program for the students. The only solution the administration used to control the E.H. students when they get out of control was to suspend them for their inappropriate behavior. The number of E.H. students who had received outdoor suspensions in the past few years had been extremely high and continued to escalate. At least 60 percent of the suspensions given in the school were for E.H. students.

These suspensions, in the administration's and the writer's opinion were too high and needed to be changed. Other alternatives had to be employed in order for the

E.H. students to experience the most appropriate school experience possible.

In order to better serve the E.H. students and to improve the E.H. program at this practicum site certain changes had to occur. This E.H. program lacked uniformity and consistency in its behavior management system, academic task orientation and affective curricula; thus hindering the success of the E.H, program and increasing off-task and inappropriate emotional/social behavior in the students. This program should have some form of consistency, so that when a student leaves one of the E.H. classes and goes to the next appropriate E.H. class the routine would be the same or very similar.

The E.H. students were experiencing frustration, confusion and aggravation by being in an E.H. class and also when they went from one grade level to the next. This was determined by the results of a Student Attitudinal Survey (Appendix D), which indicated that the E.H. students in this program had a negative attitude about themselves and towards the E.H. program. This may have been because the teachers used different behavior management techniques, if any at all. They were not utilizing a multi-media approach to enhance

instruction in the academic and affective curricula, i.e. the board, films, filmstrips, videos, supplementary materials, etc. and they did not have the academic tasks organized so that the students would be able to complete tasks in an orderly and structured manner.

The problem that existed at this practicum site was three-fold. After administering a Pre-Observation of Student Behaviors Checklist (Appendix B), the results indicated that 85 percent of the E.H. students were exhibiting off-task inappropriate behavior 90 percent of the time. There should have been a minimum of off-task inappropriate behavior exhibited by the target group 30 percent of the time. Therefore, a 60 percent reduction of off-task inappropriate behavior needed to occur.

The other problem that existed was that the three teachers in the E.H. program lacked consistency in their behavioral management systems and the academic and affective curricula. There should have been a uniformed behavior management, academic and affective system used in each of the E.H. classes. This meant that the three teachers in the E.H. program lacked the structure and organization necessary to effectively instruct their students.

In an effort to alleviate these problems the writer designed a program that was implemented to reduce off-task inappropriate behavior 60 percent of the time in the target population and that would uniform the behavior management system, as well as the academic and affective curricula in the E.H. program.

After the completion of ten weeks of implementation using specially designed strategies to enhance the E.H. program the following objectives were expected to be accomplished:

1. The target population would decrease off-task inappropriate behavior by 60 percent as measured by a comparison of the Pre and Post Observation of Student Behavior Checklist.

2. The teachers in the E.H. program would establish a classroom environment that provides consistency in the behavior management system and the academic and affective curricula as measured by the writer's observation.

3. The teachers would utilize a multi-media approach for instruction as measured by the writer's observation of materials utilized.

4. The target population would have a positive attitude about themselves and the E.H. program as measured by a comparison of the students' responses in the Student Attitudinal Survey.

Upon successful completion of the objectives the E.H. program would be more organized, consistent and well structured in its academic, affective and behavior

management systems. Also, the E.H. students would have reduced their off-task inappropriate behavior by 60 percent, which should produce a positive attitude in the students' perception of themselves and the program.

## CHAPTER II

## Research and Solution Strategy

Research in the literature concerning exceptional students has flourished in the last decade. Exceptional students, who were once only considered for institutionalization, are currently being educated in public school systems across the nation. Exceptional students, who were once labeled as idiots or insane, are regarded today as real human beings with the potential to succeed in different aspects of life. As recent as March, 1989 a movie centered around the life of an autistic male received an Oscar for Best Movie of the Year.

This practicum focused on one group of exceptional students; students who are considered to be emotionally handicapped (E. H.). Before discussing the various innovative academic, affective and behavioral techniques designed for emotionally handicapped individuals, a definition of the term emotionally handicapped is needed. Emotionally handicapped (E. H.) according to Hallahan and Kauffman (1988) refers to behavior that goes to an extreme is chronic and is unacceptable because of social or cultural expectations.

The emotionally handicapped student is one who exhibits inappropriate behavior. This behavior can be so disruptive that it can interfere with the individual's learning progress as well as with the progress of others. To alleviate this disruptive behavior and minimize the interruptions in the learning progress of students, a behavior management system should be implemented in all E. H. classrooms.

In searching the literature this writer found extensive research pertaining to various types of behavior management systems that had been implemented in emotionally handicapped/behavior disordered classes. One type of behavioral curriculum that was implemented in a school for students who exhibited disruptive behavior was created in Hartford, Connecticut. According to Petty (1989) the Hartford Public School System was faced with an excessive amount of disruptive behavior from their behavior disordered students. Therefore, the Hartford School System created a Special Education Learning Center (SELC), which was a specialized therapeutic school for students with violent behavior.

The SELC used the same academic curriculum as the rest of the school system; however the academic curriculum was secondary to the behavioral curriculum. The focus of the SELC was to stop class whenever an inappropriate behavior occurred. This method made the students realize that any behaviors that they exhibited, which were inappropriate, were dealt with immediately. Thus, more time was spent on-task for academic lessons. The students received brief report cards at the end of each period on conduct and academic work, which were equivalent to points. This system of giving students points provided feedback and reinforcement for the students. The students at the SELC also received punishment for misbehaving. The punishment was "boredom". If a student misbehaved, he or she had to stand rigid for ten minutes facing a wall in the corner. For more serious problems the SELC used "Controlled Time-Out", which was a room for the student to sit in and calm down for a specified time. Once calm, the student returned to his or her desk and resumed work.

The success of the SELC program in Hartford, which has been successful ten years, was to set your own placement priorities for disruptive students. The turn

over rate of disruptive students who moved to a less restrictive environment each year was one third of the population. With this type of success other school districts may want to model this program.

Maher (1989) reported on a behavioral technique used for students who exhibited off-task behavior called "Punch Out." The purpose of "Punch Out" was to increase on-task behavior and decrease inappropriate behavior. The materials needed for this technique were: a (3" x 5") card with 50 to 75 small holes drawn in a picture or graph, a hole-puncher, various small tangible reinforcers and a small bulletin board to display the cards. The students are using the cards as a reinforcer for exhibiting the target behavior. The target behaviors should be individualized and can be kept simple.

The "Punch-Out" technique allows the students to punch out a hole on their card for displaying their individual target behaviors. The object was to punch out all the holes on your card first so that it could be displayed on the bulletin board. The students receive some form of tangible reward for punching out all of the holes on their card. This technique had been used on behavior disordered students as well as students in the

regular classroom. "Punch Out" has reduced behavior problems in all types of classrooms and simultaneously increased on-task behavior.

As the next century approaches, new techniques of how to discipline students in the classroom are arriving. The thrust of the future is to assist students in learning self-management. Research on 21st century discipline has been revealed. Bluestein (1989) researched new strategies for behavior in the 21st century that should make every child a winner. This new discipline was called the "Win-Win" approach. The basic premise of the "Win-Win" approach was that "everyone's needs were considered and everyone feels valued."

To accomplish the "Win-Win" approach there were some speccific guidelines to follow. The first guideline was acceptance. Acceptance means being able to distinguish between who a student is and what he or she has done. When a child is accepted for who he or she is, one learns to separate the child from the disruptive behavior, which allows you to handle the behavior without attacking the worth of the child. The next guideline was "using an appropriate strategy." This was necessary because different situations called

for different responses. Positivity was another guideline and its goal was to start with one goal and build on it until you see what a student can do. Recognition was a guideline that expressed positivity. Recognition was a response to a student's performance, progress, or cooperative behavior. Motivation was always essential and was based on the fact that people chose options depending on what fulfills their needs at the time. Structure was another essential guideline. Clear limits and options are necessary in order to assist the student in making good choices. The final guideline was consequence. Consequences both positive and negative, build responsibility by helping students correct choices with outcomes.

These guidelines, if used properly, can assist students in becoming self-disciplined and aid in their developing personal responsibility. The key to the "Win-Win" approach lies in the teacher's behavior. The teacher must take time, be patient and have faith in the approach and the students.

The field of education is always seeking to accomplish various tasks relating to the discipline of students. Research conducted by Curwin and Mendler

(1988) suggested that every discipline program had, in one form or another, goals, principles, rules, enforcement or intervention procedures, and an implicit or explicit evaluation process. According to Curwin and Mendler, discipline programs usually teach students about self-worth, their ability to handle responsibility, problem-solving and monitoring their self-control. Even though this was considered secondary learning, it has to be considered when assessing their impact. The key to an affective discipline program lies in its consequences and principles, which are influential in achieving long-term behavior change.

Curwin and Mendler (1988) discussed in a recent study two types of discipline programs; Obedience Model and Responsibility Model. According to the authors the obedience model of discipline was the simplest for the teacher. In this model the teacher tells the students what to do. The goals of the obedience model were: (1) minimal rule violations and (2) students following orders. The main intervention in this model was punishment. If successful, the results are that students obey the rules and learn little about responsibility. Most teachers want students to be

obedient, but at the same time they want them to realize why they should behave in that manner.

In contrast to the obedience model, conducted in that same research, the responsibility model was discussed. The responsibility model appeared to be harder to implement. The main goal of this model was to teach students to make responsible choices and to learn from the outcomes of decisions. In teaching students to become responsible they learn how to become critical thinkers and how to make decisions.

The difference between the obedience and the responsibility models was that when a child misbehaves or breaks a rule, in the obedience model the student receives some form of punishment, but in the responsibility model the student receives consequences for misbehavior. Some examples of the type of punishment received in the obedience model were: threats, scoldings, writing (500 times) and detentions. The only thing the student learned from this model was how not to get caught an it was not my responsibility. On the other hand in the responsibility model the consequences a student received were: developing a plan for a more appropriate behavior and practicing

appropriate behavior with the teacher. In this situation the student learned choices of an alternative behavior to use. In essence the students were the masters of their own fate. The students have the power to choose the best alternative.

At the University of Northern Colorado a demonstration project was conducted in a self-contained emotionally disturbed (E. D.) class as reported by Swanson and Reinert (1984). This program's goal was to provide a state model for educational services of E. D. students and to provide a teacher training site for graduate student teachers. An aspect in this program that made it very unique was the "levels" intervention system. This levels system was the basic tool that was used in the classroom to control behavior.

The levels system used five levels of instruction and behavioral intervention strategies, which were intended to increase responsibility for the students' behavior and academic performance. The object of the level system was for the student to move through all five levels until he or she could be mainstreamed into the regular classroom. This progression through the levels depends on the students' conduct/behavior and academic achievement.

The levels system was implemented as follows: at level 1 the student must maintain 90 percent of the behavioral and academic points for 5 consecutive days to move to level 2; at level 2 the student must maintain 80 percent of the behavioral and academic points for 5 consecutive days to move to level 3; at level 3 the student must maintain 90 percent of the behavioral and academic points for 5 consecutive days to move to level 4; at level 4 the student must maintain 90 percent of the behavioral and academic points to move to level 5; at level 5 the student must complete all assignments with 90 percent accuracy and exhibit appropriate behavior 90 percent of the time. At level 5 the student contracts with the teacher and determines his or her own class schedule. At this stage little time was spent in the self-contained classroom. There were several forms used to evalaute each student during weekly meetings. This was to determine if the student was ready for the next level.

The forms that were used to evaluate the students' progress also assisted the teacher as well. There were

forms for a progress report for each level, 1-5, which included information about bus conduct, attendance, behavior and academic tasks. Another form was for the students' desk which indicated the different subjects' tasks to be completed.

Aside from controlling emotionally handicapped students' inappropriate behavior, some form of structure in the academic and affective program had to be addressed. The E. H. students need constant structuring in both their behavioral and academic program. Once the behavioral program was controlled, more energy could be geared towards the instructional program.

When the writer searched the literature for different strategies to use in the structuring of an emotionally handicapped classroom, various ideas were revealed. There was a consensus among the different authors that some form of task development using reinforcers should be implemented in all E. H. classrooms.

In a study conducted in the Franklin-Jefferson Special Education District, Schloss et al. (1988) reported that a study was conducted in the Franklin-Jefferson Special Education District involving a

comprehensive program for behaviorally disordered students. This program's major elements were: the school note, aggression management system, curriculum strategies and fading procedures. For the purpose of devising ways to structure the academic program, only the school note will be discussed here.

According to Schloss et al. the school note procedure had a dual role. It can function as a planning tool and as an implementation instrument that is carried out daily. The school note included the following elements:

1. Scheduled periods - the teacher indicated time periods for educational activities occurrence.

2. Scheduled breaks for reinforcement - three break periods of 15 minutes each were given daily. Breaks were earned by the completion of a predetermined amount of assignments. Failure to earn a break resulted in the student remaining in his or her seat completing enrichment activities.

3. Assignments - the teacher recorded specific assignments. Failure to earn break results in the student remaining in his or her seat completing enrichment activities.

4. Dockage areas - a place to indicate that a student has failed to earn break periods and for the loss of points for inappropriate behavior.

5. Award area - positive social behaviors that were indicated on the Individualized Education Plan (IEP).

6. Point values - an economy was developed that balanced awards with dockages. The points can be used for extra break time bonuses during that break time.

The end result of this study was the effectiveness of the use of all strategies. The students who left the Franklin-Jefferson program were enrolled in self-contained classes, resource programs, or regular education classes. Only two students returned to a more restrictive setting.

Algozzine, Morsink and Algozzine (1988) conducted a study to find out what transpired in self-contained emotionally handicapped classrooms. In their study the authors discovered that instruction had to be task-oriented and primary as well as secondary reinforcers needed to be utilized. The teachers motivated the students to ask questions which led to the students synthesizing. Algozzine et al. stated that the students were more willing to ask questions and became interested in the learning process because their classroom was more structured. The students received feedback from the teacher and they were well organized because they had a step-by-step procedure to follow

daily. This procedure was consistent and the students learned to incorporate these procedures into their daily routine.

The influences of classroom environment on learning and motivational strategies was explored by Berliner and Casanova (1989). These authors discovered that three basic types of learning strategies were taking place in the classroom. These strategies were "work-avoidance", "work-oriented", and "learning-oriented." In work-avoidance classrooms the students completed as little work as possible and this was accepted by the teachers. Work-oriented classrooms emphasized external rewards and motivated the students with threats. The third type called learning-oriented stressed personal reward, the challenge of work and the joy of learning.

Of these three classroom strategies the "learning-oriented" produced students who were responsible and wanted to learn for fun. This was the result of two-thirds of the lessons being started with motivating statements. The authors stated that in order for students to learn effectively educators must challenge them to be responsible individuals and to develop a love for learning. This learning-oriented strategy should be

used in all classrooms regardless of the child's ability. The key element was for the teacher to motivate the students through motivating statements.

Ault et al. (1987) conducted a comparative study regarding the instruction of students with moderate to severe handicaps. In this comparative study two or more instructional strategies for moderate to severe handicapped students were identified and defined. Analyzing the effectiveness of the procedures involved determining the most effective instructional strategies to use for moderate to severe handicapped students, Ault et al. discovered that these students also were in need of strategies that would change their internal state in relation to the environment. Thus, the affective domain became a focus.

The authors had to first decide on the specific needs of each child and then select, adapt and develop materials and techniques to fit these needs. Listed is a wide selection of therapeutic intervention techniques and material interventions which were available.

1. Developing Understanding of Self and Others (DUSO) D-1 and D-2

2. Me, Myself and I
3. Focus on Self-Development
4. Dimensions of Personality
5. The Coping with Service
6. The Adventure of the Lollipop Dragon
7. Toward Affective Development

Publishers have discovered the potential value that affective material can provide for students. There will likely be many more excellent materials from which to choose in the near future.

After thoroughly researching the literature the writer came up with a solution strategy. The strategy that was chosen to modify the behavior of E. H. students was the levels system, which was conducted at the University of Northern Colorado according to Swanson and Reinert (1984). Modifications in the levels system discussed in this study were made to adjust to the members of the target group in this practicum. Also, the instructional program used some strategies from the School Note, which was conducted in the Franklin-Jefferson Special Education District as stated by Schloss et al. (1988). Certain aspects of the School Note were utilized, as well as the authors idea to use

some form of task development. In developing this task development primary and secondary reinforcers, as stated by Algozzine et al. (1988) were used to reinforce both the academic and behavioral programs.

Because the students are different in many ways these task-oriented instructional strategies, as well as the levels system, needed to be changed in some aspects in order to meet the needs of the students in the target population. These strategies required creative techniques to ensure that a success criteria would be achieved.

aspecThe list of affective material given by Ault et al. and other support material was ordered through funds allocated for this E.H. program. All affective material used in this program are listed in the Method Section of this practicum report.

# CHAPTER III

## Method

This practicum focused on unifying the E.H. program at this practicum site by developing a unified behavior management system and structuring the academic and affective curricula through a task-oriented system. The writer's role through this implementation period was to monitor and supervise the program. The actual implementation of the behavior management system and the task-orientation of the academic and affective curricula was carried out by the three teachers who instruct the E.H. students. The techniques used for the behavior management system and the academic structuring of the program were on-going throughout the ten weeks of implementation during the entire school day.

A week prior to implementation was devoted to the orientation of the practicum. All of the individuals that were involved in this practicum participated in this orientation workshop. The workshop was conducted by the writer over a three day period. The individuals that participated were as follows: Orientation Workshop #1 - the principal, assistant principal, counselor, three E.H. teachers, three E.H. teacher aides, Music,

Art and P.E. teachers; Orientation Workshop #2 - the bus drivers and their aides; Orientation Workshop #3 - the students.

During the orientation workshops the writer explained the program that was going to be implemented over the next ten weeks, how the program was going to work and how to chart progress. The writer also emphasized that the program would not interfere with the students regular classroom assignments. The charts, level sheets, task sheets, conduct reports, progress reports and certificates were given to the respective persons. The writer made sure everyone understood the program and the charting system.

During the students' orientation the three E.H. teachers and teacher aides were invited for the last thirty minutes to be exposed to the Point Store. The Point Store included all of the prizes the students could obtain through exhibiting appropriate behavior. Each prize had a point value in increments of 50. The highest value of a prize in the Point Store was 350 points.

The Levels System discussed by Swanson and Reinert (1984) was the behavior management system utilized in

this practicum. Instead of five levels this writer modified this system to four levels. Thus, the level system had four color-coded levels for the students to progress through. The movement from one level to another was different for each student because of the students' various targeted behavioral needs. For an explanation of the criteria, behaviors, privileges and bonus points for each level see Appendix I.

Each teacher was provided with a laminated posterboard chart (Appendix E) of the Level System, this chart included the criteria necessary to advance from one level to another. Also, located on the chart were spaces for the students name under each level. All students in the program began on Level I the first day of implementation.

Level I contained 5 consecutive days of earning 70 percent of the points before moving to Level II. In Level II the student had to obtain 10 consecutive days earning 80 percent of the points to move to Level III. Level III required the students to complete 15 consecutive days of earning 85 percent of the points to move to Level IV. Level IV was mainstreaming, where the students attended class in a regular classroom for a

specified subject area, and the student had to earn 90 percent of the points.

This writer's goal was to have some form of consistency within the program and to make it easier for the students to adjust when they go to the next appropriate E.H. class. In the Level System each student had an individual sheet (Appendix F) that had his/her name on it, the date, the Level, an individual targeted behavior and the day of the level. This sheet was kept on a clip board by the teacher. The levels were color coded to minimize any confusion.

In conjunction with the Level System certain privileges were awarded to the students. The students on Level I did not obtain any privileges. A Point Store was also established in conjunction with the Level System. Once a child moved to Level II he/she could use the points obtained for exhibiting appropriate behavior to purchase items from the Point Store. The student had to have the correct amount of points to obtain the reinforcer.

Trying to structure the academic program consisted of the use of additional aids. The E.H. classes were given a computer for each class. This computer was used

as an instructional aid to reinforce the objectives taught by the teacher. Also, academic software was ordered in the form of instructional exercises and games that were used as an incentive for the students to stay on-task.

The teachers were also provided with a listening station, tape recorder, educational manipulatives and supplementary materials allocated from additional funds. These additional academic aids were used to heighten the instructional program of each E.H. class.

To organize the instructional program and assist the students to stay on-task concepts from the "School Note" (Schloss et al., 1988) were used in a modified version. A Task Sheet (Appendix G) to structure academic assignments, was developed and used. This task sheet contained the student's name, the current date of the week, the academic subjects taught and spaces provided for each day of the week for each subject area. The purpose of the task sheet was to assist the students in staying on task. The teacher wrote the page or activity to be completed for each subject area for a week. Spaces were provided for the teacher or teacher assistant to initial that the task was completed.

A Daily Progress Report (Appendix H) was also developed to coincide with the instructional program and the Level System. This progress report was designed to keep an account of the students work habits and behavior. The students were given a progress report each day, which indicated the amount of work they had completed for the day, the quality of the work and the type of behavior the student exhibited that day. The student's parents were required to sign the progress report daily and were encouraged to write any comments concerning the content of the progress report.

This writer felt that in order for the program to be totally structured, Conduct Reports had to be developed for the special area classes as well. Conduct reports for Physical Education (P.E.), Music, Art and the Bus (Appendix J) were designed to motivate the students to exhibit appropriate behavior at all times.

Certificates (Appendix L) were given out daily to the students who met the criteria established in the Level System. Upon completion of each level the students were awarded a Level System Completion Certificate (Appendix K), which indicated what level the student completed.

The affective curriculum, as noted by Ault et al. (1987), involved items that dealt with social issues. This writer ordered kits, books and filmstrips to assist the teachers in developing an effective program. These items were used throughout the implementation phase.

Some of the affective curriculum materials used were:

1. DUSO[2] (Developing Understanding of Self and Others)

This is a kit which includes discussion pictures, cassette tapes for the lesson, a dolphin puppet named DUSO, activities, guides and role playing cards in large pictures.

2. Can of Squirms

This is a role-playing game of fun and discovery. It assists in clarifying attitudes and values, which unsuspectingly surface during the game. This game is entertaining and enlightening at the same time.

3. Improving Self-Concept Activity Books

These books were designed to encourage responsible decision making. These reproducible books come in a set of eight different activities.

4. Think Aloud - Increasing Social and Cognitive Skills

This is a problem-solving program for children which deals with verbal problem solving.

5. Mind Your Manners

This book includes a variety of activities that foster the basic concepts of social behavior. The book is reproducible and complete with activities.

6. Getting Along with Others

This book suggests ways to teach social effectiveness to children. It includes ideas for role playing, home notes, activities and homework activities.

Some of the films ordered from the County's Film and Video Catalog that were utilized are:

1. Dealing with Feelings
2. Developing Self-Esteem
3. Doin What the Crowd Does
4. Friends
5. Is it OK to be Me?
6. The Sharing and Not Sharing Game
7. Attitudes
8. I'm Mad at Me
9. I'm Mad at You

## CHAPTER IV

## Results

The Observation of Student Behavior Checklist was used as the evaluation instrument. A pre-test/post-test design was used. In order to determine the amount of reduction of off-task inappropriate behavior, a comparison was made between the pre- and post-test scores.

The pre-test scores indicated that the group exhibited off-task inappropriate behavior 90 percent of the time. A comparison of the post-test scores revealed a decrease in off-task inappropriate behavior of 70 percent (Appendix C). At the end of the practicum the students were exhibiting off-task inappropriate behavior 30 percent of the time. This data lead the writer to conclude that the objective was successfully achieved.

In order to determine the effectiveness of the teachers in establishing an instructional environment that provided consistency in behavior management and academic and affective curricula, the writer used consistent observation techniques. All teachers used the Level System exclusively. Observations over the

ten-week implementation period indicated that the amount of confusion and frustration was significantly reduced. The fact that the students off-task inappropriate behavior was reduced by 70 percent is indicative of the successful accomplishment of the objective.

The utilization of a multi-media approach in the instructional program was a significant part of the strategy to reduce off-task inappropriate behavior. The writer observed a significant increase in the use of media to support instruction; however, it is this writer's conclusion that media could have been utilized to a greater degree. The one of the three teachers who was more diversified in the use of media in support of instruction had a smaller incidence of off-task inappropriate behavior than the two who used media sparingly. During the 1989-90 school year these teachers will be encouraged to infuse the instructional program with a greater amount of media. Overall, the writer is led to conclude that the objective was successfully achieved, even if not to the degree expected.

An attitudinal survey was used to measure the final objective (Appendix D). The objective was for students to develop a positive attitude about themselves and the

E.H. program. The survey was administered as a pre/post-test measure. The students' attitudes on the post-test were significantly higher than their attitude on the pre-test. The writer attributes this to the fact that over the implementation period the students were experiencing success in their classes and began to develop higher self esteem, respect for their teachers and peers and enjoyed the positive reinforcements they received.

The various incentives used to keep the students on task and structured as well as motivated proved to be effective in reducing off-task inappropriate behavior. The target group's parents were impressed with the Daily Progress Reports. They made the parents aware of their children's progress academically and behaviorally.

All of the strategies used for structure and motivation proved to be effective in decreasing the incidence of off-task inappropriate behavior, uniforming the E.H. program and increasing positive attitudes. Hence, it has been proved that the strategies used were appropriate for this particular situation and the practicum can be judged a success.

## CHAPTER V

### Recommendations

The results of this practicum have proved that there was a genuine problem that existed in the emotionally handicapped (E.H.) program that needed to be rectified. The direction of this program at this point should be towards incorporating the strategies used in this practicum throughout the entire school year. It is the writer's belief that if this program is implemented from the beginning to the end of the school year, the target group's attitude and behavior, as well as the teacher's organization and structure, will produce positive results.

Since the strategies provided positive results, this program will be shared with other colleagues in the field of emotional disturbance. The workshops/training sessions for E.H. Supplementary Teachers will be an excellent forum to conduct an inservice on the use of the practicum's strategies. During these sessions the Supplementary Teachers are always seeking and brainstorming for creative and innovative strategies to use. Therefore, a copy of this program will be shared with each Supplementary Teacher. The Supplementary

Teachers can utilize and diversity this program in any capacity, depending on their population.

It is the consensus of the administrators and the writer that this articulation program be implemented throughout the 1989-90 school year. This writer concludes that because of the success of this program an extended period of implementation should only render higher results.

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# APPENDICES

# Appendix A

## Observation of Student Behaviors

Appendix A

Observation of Student Behaviors

| | | NEVER | SELDOM | SOMETIMES | OFTEN | EXCESSIVELY |
|---|---|---|---|---|---|---|
| NEVER | 0% | | | | | |
| SELDOM | 10/20% | | | | | |
| SOMETIMES | 20/40% | | | | | |
| OFTEN | 40/50% | | | | | |
| EXCESSIVELY | Over 70% | | | | | |
| 1. Has difficulty staying in seat. | | | | | | |
| 2. Does not complete tasks. | | | | | | |
| 3. Has short attention span. | | | | | | |
| 4. Is easily distracted. | | | | | | |
| 5. Does not attend to task at hand. | | | | | | |
| 6. Does not participate in class activities. | | | | | | |
| 7. Daydreams | | | | | | |
| 8. Is physically aggressive (hits, kicks, etc) | | | | | | |
| 9. Threatens teachers or students with bodily harm. | | | | | | |
| 10. Has temper tantrums. | | | | | | |
| 11. Uses profane language. | | | | | | |
| 12. Lacks self-control. | | | | | | |
| 13. Talks out inappropriately. | | | | | | |
| 14. Appears hyperactive/ overactive. | | | | | | |
| 15. Demonstrates inappropriate mood changes. | | | | | | |
| 16. Is destructive (classroom materials, property, etc.) | | | | | | |
| 17. Exhibits self-injurious behavior. | | | | | | |
| 18. Lacks motivation. | | | | | | |
| 19. Tends to be untruthful. | | | | | | |
| 20. Takes things belonging to others. | | | | | | |

Appendix B

Pre-Observation of Student Behaviors

## Appendix B

### Pre-Observation of Student Behaviors

| | |
|---|---|
| NEVER | 0% |
| SELDOM | 10/20% |
| SOMETIMES | 20/40% |
| OFTEN | 40/50% |
| EXCESSIVELY | Over 70% |

| | NEVER | SELDOM | SOMETIMES | OFTEN | EXCESSIVELY |
|---|---|---|---|---|---|
| 1. Has difficulty staying in seat. | 1 | 3 | 5 | 6 | 15 |
| 2. Does not complete tasks. | | 8 | 5 | 8 | 9 |
| 3. Has short attention span. | | 8 | 8 | 8 | 6 |
| 4. Is easily distracted. | | 3 | 8 | 9 | 10 |
| 5. Does not attend to task at hand. | | 5 | 5 | 9 | 10 |
| 6. Does not participate in class activities. | 3 | 5 | 4 | 8 | 10 |
| 7. Daydreams | | 8 | 6 | 7 | 9 |
| 8. Is physically aggressive (hits, kicks, etc) | | | 7 | 8 | 15 |
| 9. Threatens teachers or students with bodily harm. | | | 7 | 8 | 15 |
| 10. Has temper tantrums. | | 4 | 5 | 7 | 14 |
| 11. Uses profane language. | | 5 | 5 | 8 | 12 |
| 12. Lacks self-control. | | 6 | 5 | 9 | 10 |
| 13. Talks out inappropriately. | | | 4 | 6 | 20 |
| 14. Appears hyperactive/ overactive. | | 4 | 9 | 10 | 7 |
| 15. Demonstrates inappropriate mood changes. | | 7 | 9 | 8 | 6 |
| 16. Is destructive (classroom materials, property, etc.) | 5 | 4 | 7 | 6 | 8 |
| 17. Exhibits self-injurious behavior. | 14 | 10 | 5 | 1 | 0 |
| 18. Lacks motivation. | | 3 | 7 | 9 | 11 |
| 19. Tends to be untruthful. | 3 | 9 | 7 | 6 | 5 |
| 20. Takes things belonging to others. | 5 | 4 | 8 | 7 | 6 |

Appendix C

Post - Observation of Student Behaviors

Appendix C

Post-Observation of Student Behaviors

| | |
|---|---|
| NEVER | 0% |
| SELDOM | 10/20% |
| SOMETIMES | 20/40% |
| OFTEN | 40/50% |
| EXCESSIVELY | Over 70% |

| | NEVER | SELDOM | SOMETIMES | OFTEN | EXCESSIVELY |
|---|---|---|---|---|---|
| 1. Has difficulty staying in seat. | 8 | 10 | 4 | 5 | 13 |
| 2. Does not complete tasks. | 10 | 9 | 3 | 4 | 4 |
| 3. Has short attention span. | 8 | 9 | 5 | 4 | 4 |
| 4. Is easily distracted. | 6 | 9 | 5 | 5 | 5 |
| 5. Does not attend to task at hand. | 10 | 9 | 4 | 3 | 4 |
| 6. Does not participate in class activities. | 10 | 8 | 4 | 5 | 3 |
| 7. Daydreams | 10 | 10 | 6 | 2 | 2 |
| 8. Is physically aggressive (hits, kicks, etc) | 12 | 6 | 3 | 4 | 5 |
| 9. Threatens teachers or students with bodily harm. | 9 | 8 | 7 | 3 | 3 |
| 10. Has temper tantrums. | 11 | 6 | 4 | 5 | 4 |
| 11. Uses profane language. | 8 | 6 | 7 | 4 | 5 |
| 12. Lacks self-control. | 9 | 5 | 5 | 5 | 6 |
| 13. Talks out inappropriately. | 8 | 8 | 7 | 2 | 5 |
| 14. Appears hyperactive/ overactive. | 9 | 7 | 8 | 3 | 3 |
| 15. Demonstrates inappropriate mood changes. | 10 | 6 | 5 | 5 | 4 |
| 16. Is destructive (classroom materials, property, etc.) | 9 | 7 | 5 | 5 | 4 |
| 17. Exhibits self-injurious behavior. | 20 | 7 | 3 | 0 | 0 |
| 18. Lacks motivation. | 10 | 6 | 5 | 4 | |
| 19. Tends to be untruthful. | 12 | 8 | 4 | 3 | 3 |
| 20. Takes things belonging to others. | 12 | 6 | 4 | 5 | 3 |

Appendix D

Student Attitudinal Survey

## Appendix D

## Student Attitudinal Survey

1. Do you know why you're in an E. H. program?
2. What behaviors do you feel placed you in an E. H. program?
3. Do you want help in learning how to improve your behavior?
4. How do you feel about yourself?
5. What are some things you would like to change about yourself?
6. Do you like school?
7. Name three things you do not like about school.
8. What do you feel is your biggest problem with your behavior?
9. Do you feel that you can benefit from the E. H. program.
10. What are some changes you would like to see in the E. H. program?

Appendix E

Level System Chart

# L E V E L  S Y S T E M  C H A R T

| Level I | Level II | Level III | Level IV |
|---|---|---|---|
| Criteria: 5 consecutive days with 70% of the points earned. | Criteria: 10 consecutive days with 80% of the points earned. | Criteria: 15 consecutive days with 85% of the points earned. | Criteria: Mainstreamed Must earn 90% of the points. |
| STUDENTS | STUDENTS | STUDENTS | STUDENTS |
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Appendix F

Level I - Level IV

54 NAME:_____ DATE:_____ LEVEL I DAY:_____

| BEHAVIORS | 8:30<br>9:30 | 9:30<br>10:30 | 10:30<br>11:30 | 11:30<br>12:30 | 12:30<br>1:30 | 1:30<br>2:30 | TOTAL | COMMENTS |
|---|---|---|---|---|---|---|---|---|
| Raises Hand: waits to be acknowledged | | | | | | | | |
| Stays on Task | | | | | | | | |
| Uses Proper Language | | | | | | | | |
| Follows Directions: the first time | | | | | | | | |
| | | | | | | | | |

55 NAME:_____ DATE:_____ LEVEL II DAY:_____

| BEHAVIORS | 8:30<br>9:30 | 9:30<br>10:30 | 10:30<br>11:30 | 11:30<br>12:30 | 12:30<br>1:30 | 1:30<br>2:30 | TOTAL | COMMENTS |
|---|---|---|---|---|---|---|---|---|
| Demonstrates Level I Behaviors | | | | | | | | |
| Completes Tasks | | | | | | | | |
| Keeps Hands and Feet to Self | | | | | | | | |
| Minds Own Business | | | | | | | | |
| | | | | | | | | |

56

NAME:_____ DATE:_____ LEVEL III DAY:_____

| BEHAVIORS | 8:30<br>9:30 | 9:30<br>10:30 | 10:30<br>11:30 | 11:30<br>12:30 | 12:30<br>1:30 | 1:30<br>2:30 | TOTAL | COMMENTS |
|---|---|---|---|---|---|---|---|---|
| Demonstrates Level I Behaviors | | | | | | | | |
| Demonstrates Level II Behaviors | | | | | | | | |
| Uses self-control: Ignores Inappropriate Behaviors | | | | | | | | |
| Respects <u>all</u> authority figures | | | | | | | | |
| | | | | | | | | |

57

NAME:_____ DATE:_____ LEVEL IV DAY:_____

| BEHAVIORS | 8:30<br>9:30 | 9:30<br>10:30 | 10:30<br>11:30 | 11:30<br>12:30 | 12:30<br>1:30 | 1:30<br>2:30 | TOTAL | COMMENTS |
|---|---|---|---|---|---|---|---|---|
| Demonstrates Level I, II and III behaviors | | | | | | | | |
| Works cooperatively with others | | | | | | | | |
| Takes responsibility for own behavior | | | | | | | | |
| Respects property of others | | | | | | | | |
| | | | | | | | | |

Appendix G

Task Sheet

59 NAME:_____ TASK SHEET DATE:_____

| TASKS | MONDAY | | TUESDAY | | WEDNESDAY | | THURSDAY | | FRIDAY | |
|---|---|---|---|---|---|---|---|---|---|---|
| READING TEXTBOOK | | | | | | | | | | |
| READING WORKBOOK | | | | | | | | | | |
| READING INDEPENDENT ACTIVITY | | | | | | | | | | |
| ENGLISH | | | | | | | | | | |
| MATH TEXTBOOK | | | | | | | | | | |
| MATH INDEPENDENT ACTIVITY | | | | | | | | | | |
| WRITING | | | | | | | | | | |
| SPELLING | | | | | | | | | | |
| CONTENT AREA | | | | | | | | | | |

71

72

Appendix H

Daily Progress Report

NAME:_____ DATE:_____

DAILY PROGRESS REPORT



1. Amount of work completed:

   ____ All ____ Most ____ Little ____ None

2. Quality of classwork:

   ____ Superior ____ Good ____ Fair ____ Poor

3. Behavior:

   ____ Excellent ____ Very Good ____ Good ____ Fair ____ Poor

4. Homework was:

   ____ Good ____ Poor ____ Not Submitted

5. Tonight there is:

   ____ Homework ____ No Homework

_____ _____

Teacher's Signature Parent's Signature

Teacher's Comments:_____

_____

_____

HOMEWORK

Spelling:_____

Math:_____

Reading:_____

# Appendix I

## Criteria for Level System

Appendix I

Criteria for Level System

LEVEL I

CRITERIA:

The student will complete five (5) consecutive days with 70 percent of possible points earned.

BEHAVIORS:

1. Raises Hand: waits to be acknowledged
2. Stays on task
3. Uses proper language
4. Follows directions; first time
5. Individual behavior for each student

PRIVILEGES:

1. Completely self contained
2. No privileges at this time
3. Earn general reinforcers if student earns specified number of points for Level I.
4. May earn 15 minutes of time from activity or library area at seat a day.

BONUS POINTS:

A total of 5 points can be earned during a day

| | | |
|---|---|---|
| 1. | Bus ride - sitting in seat (morning and afternoon) | 2 points |
| 2. | Cafeteria behavior - good eating manners | 1 point |
| 3. | Bringing back homework | 1 point |
| 4. | Bringing back Progress Report | 1 point |

## LEVEL II

CRITERIA:

The student will complete ten (10) consecutive days with 80 percent of possible points earned.

BEHAVIORS:

1. Demonstrate Level I behaviors
2. Completes tasks
3. Keeps hands and feet to self
4. Minds own business
5. Individual behavior for each student

PRIVILEGES:

1. May earn 15 minutes of activity time at activity or library area each day
2. Earn general reinforcers if student earns specified number of points for Level II
3. Assist teacher in the classroom
4. Mark own point sheet
5. May participate in school functions i.e. assemblies

BONUS POINTS:

The bonus points for Level Ii are the same as the points for Level II.

## LEVEL III

CRITERIA:

The student will complete fifteen (15) consecutive days with 85 percent of possible points earned.

BEHAVIORS:

1. Demonstrates Level I behaviors
2. Demonstrates Level II behaviors
3. Uses self-control/ignores inappropriate behaviors
4. May participate in all school functions including field trips
5. Earn general reinforcers if student earns specified number of points for Level II
6. May earn two 15 minute activity times at the activity, library or listening areas a day.

BONUS POINTS:

The bonus points for Level III are the same as the other Levels

## LEVEL IV

CRITERIA:

Begin mainstream; student must earn 90 percent of the possible points

BEHAVIORS:

1. Demonstrates Level I, II, and III behaviors
2. Works cooperatively with others
3. Takes responsibility for own behavior
4. Respects property of others
5. Individual behavior for each student

PRIVILEGES:

1. Level II and III privileges plus:
2. May earn time spent in school library
3. May be mainstreamed

BONUS POINTS:

The bonus points for Level IV are the same as the other Levels

Appendix J

Conduct Reports

Appendix J

Bus Conduct Report

| NAMES | M | T | W | R | F |
|---|---|---|---|---|---|
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Music Conduct Report

| NAMES | M | T | W | R | F |
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Art Conduct Report

| NAMES | M | T | W | R | F |
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P.E. Conduct Report

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Appendix K

Level System Improvement Certificate

Certificate
of
IMPROVEMENT
given to:
for moving to Level ____. Keep up
the good work!
Teacher
Assistant
Date

# Appendix L

## Behavioral Certificates

# Way to go!

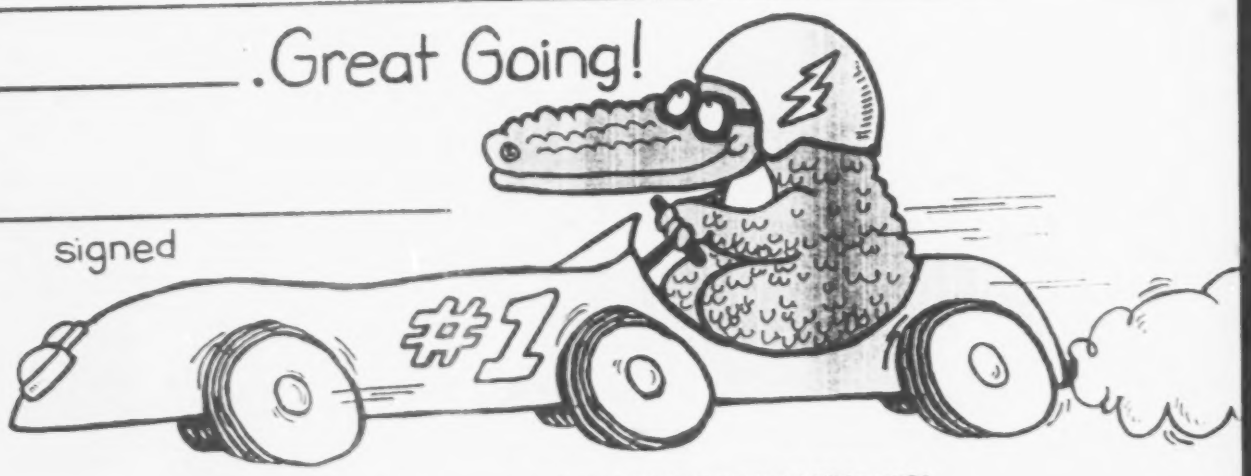
This award is given to _____ for _____

_____

_____.Great Going!

_____

signed




TREND ENTERPRISES, INC. St. Paul, MN 55164 36 SHEETS PER SET. Printed U.S.A.

IP-712

# Today Was A Great Day

_____

showed

**SELF- CONTROL**

_____

signed

_____

date

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BEST COPY AVAILABLE

77

DATE _____

**Dear _____,**

**Today, _____'s behavior was**

_____

_____.

**It would be helpful if you** _____

_____

**Thank You,** _____

---

**Dear _____,**

**I received your note about my child,** _____

_____. **I did the following:** _____

_____

_____.

**Signed,** _____
(PARENT, GUARDIAN)

# Super "Bee-havior" Award

is presented

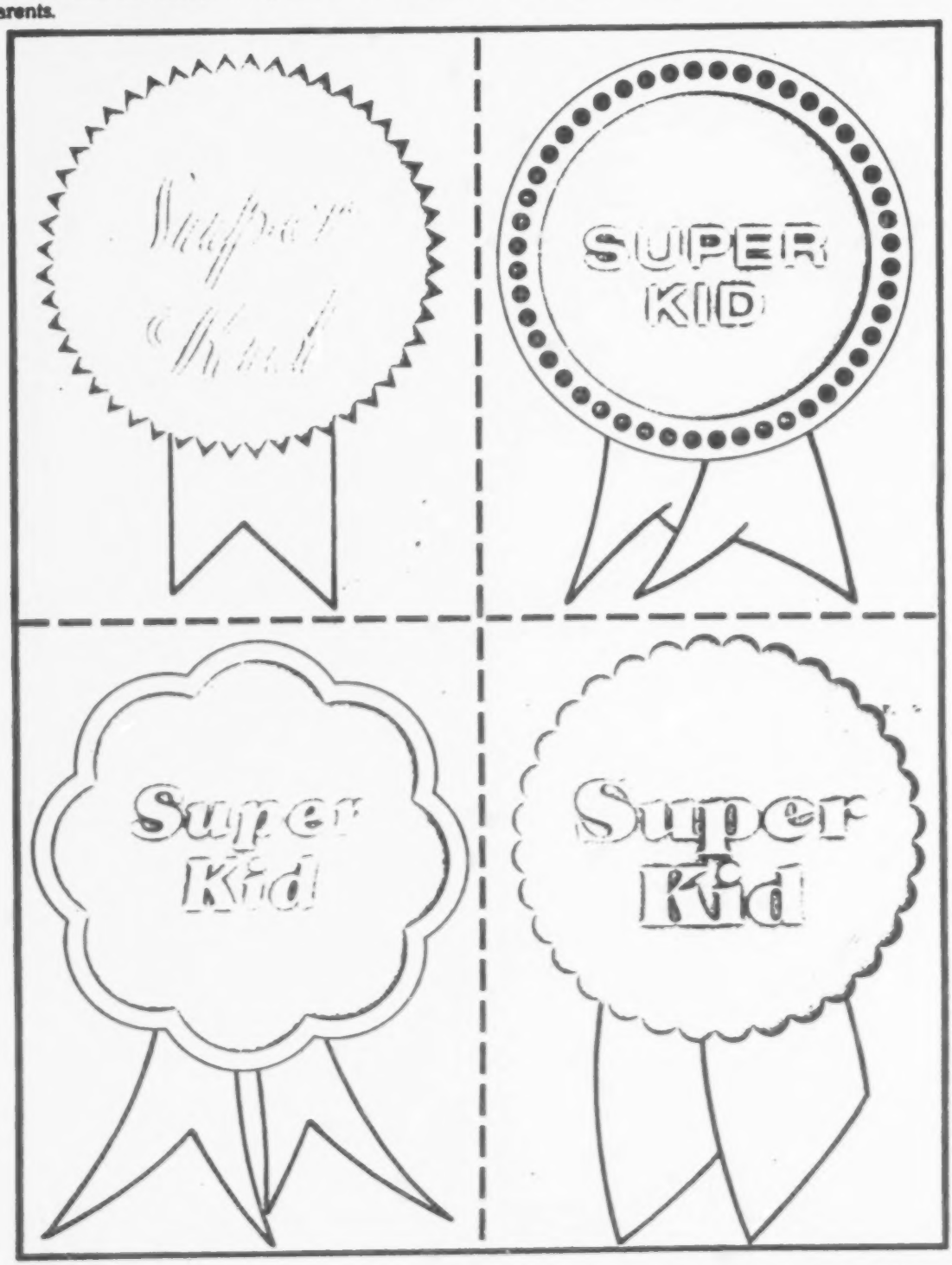
to _____

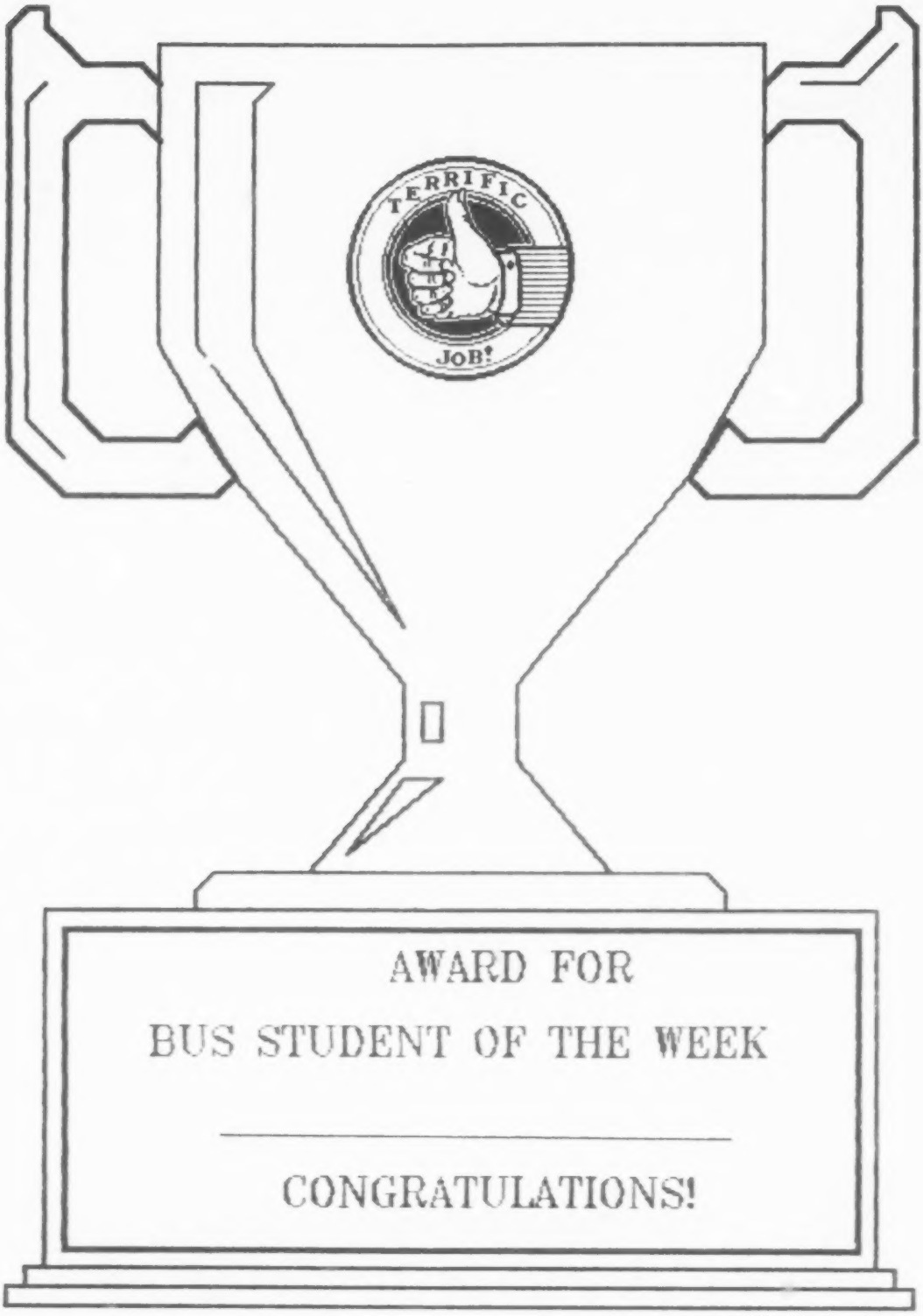
for _____

_____

# Super Kid Badge

**Students who are exceptionally well behaved receive this badge to wear all day and take home to their parents.**




TERRIFIC
JOB!
AWARD FOR
BUS STUDENT OF THE WEEK
CONGRATULATIONS!

# Teacher's Notes

## sunnygram

Dear _____

_____

_____

_____

_____ _____

Date Signature

_____

Date

## Some News to Cheer About!

Dear

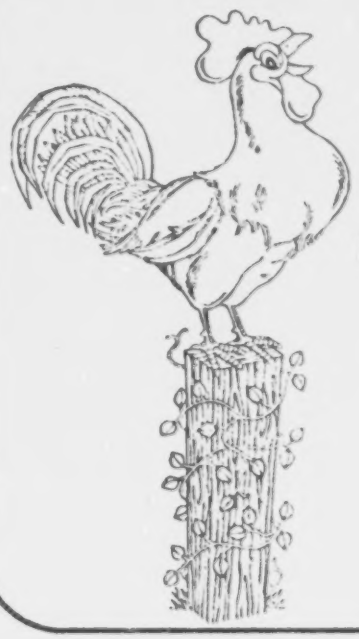
_____

_____

_____

_____

Signature



## Got something to crow about . . .

Dear

## A Note from Teacher . . .

Dear

Teacher

# PARENT BULLETIN

Date _____

Dear _____

You can be proud of your child. _____

_____ is working on _____ at school.

You could help at home by _____

_____

_____.

If you have any questions or comments please write them and return this form _____

_____

_____

_____

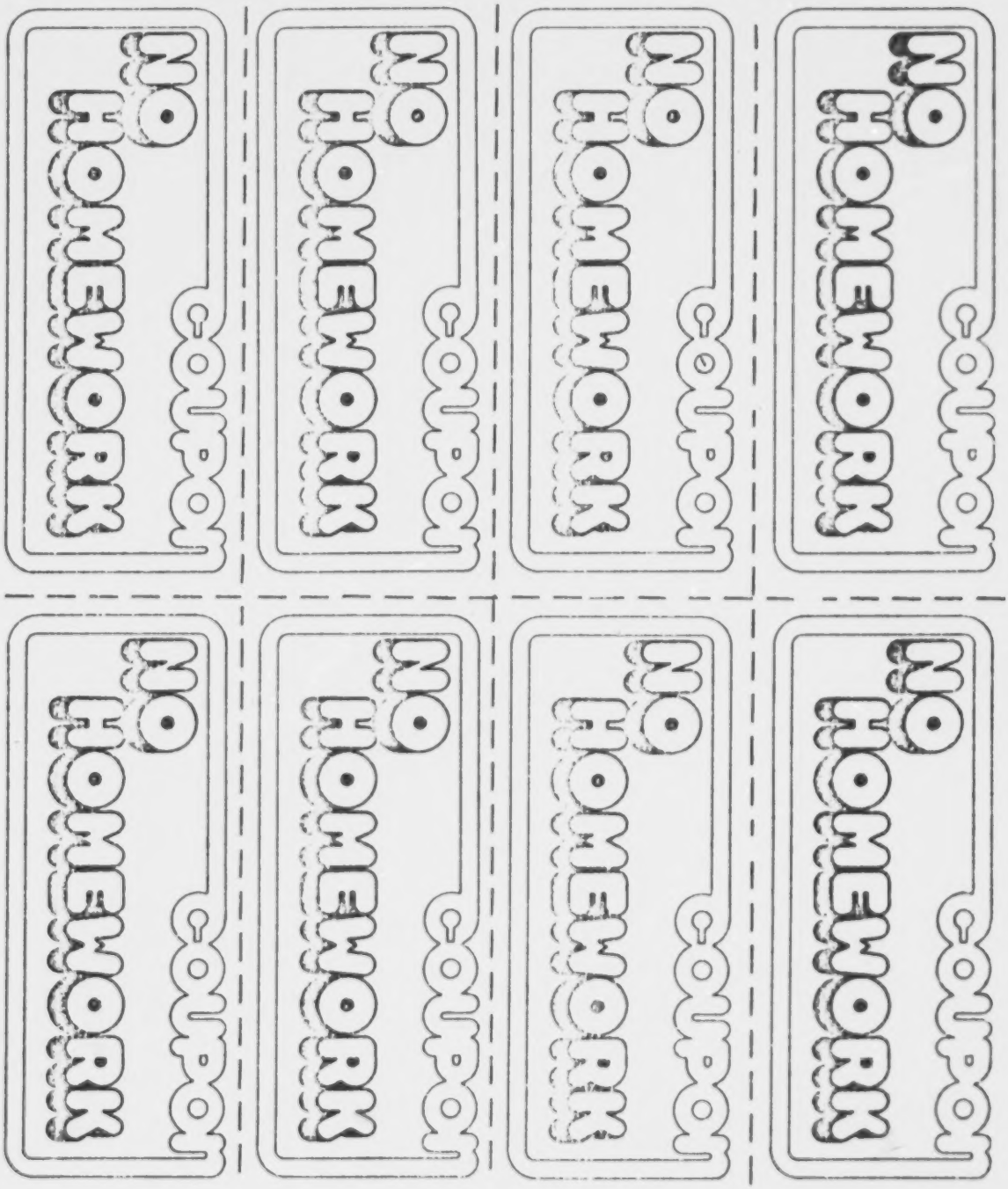
Thank you very much for your time and effort

54 Signed _____

# No-Homework Coupon



No-homework passes may be redeemed in place of any homework assignments in your class.



**Dear:**

**You can be proud your child, _____,**

**has earned this special note for _____**

_____

_____

SIGNED, _____ DATE _____

---

*SunshineGram*

**Sr./Sra.:**

**Usted puede estar orgulloso(a) de su niño(a), _____, porque ha logrado obtener esta nota especial por _____**

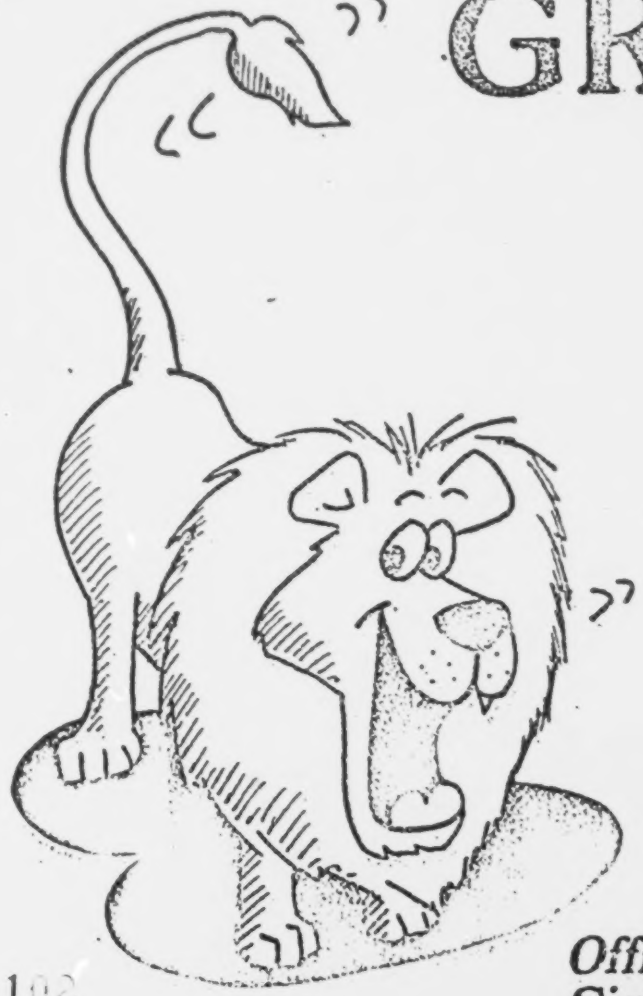
**Firma** _____ **Fecha** _____

*Telegrama De Felicitaciones*

Copyright Frank Schaffer

87

# GR-R-R-EAT WORK!



_____

*has done*

*a fantastic job!*

*Date:* _____

*Official Signature:* _____

102

103

Dear_____;

This is to notify you of your child's Positive Progress in relation to his/her _____

_____

in my classroom.

_____

Teacher's Signature

---

Sr./Sra._____:

Esta nota es para informarle que _____

ha Progresado Positivamente en relación

a_____

en mi salón.

_____

Firma del Maestro(a)

# HAPPY GRAM

I discovered something new and different about your child recently and I'd like to share it with you.

I thought you would be pleased to know . . .

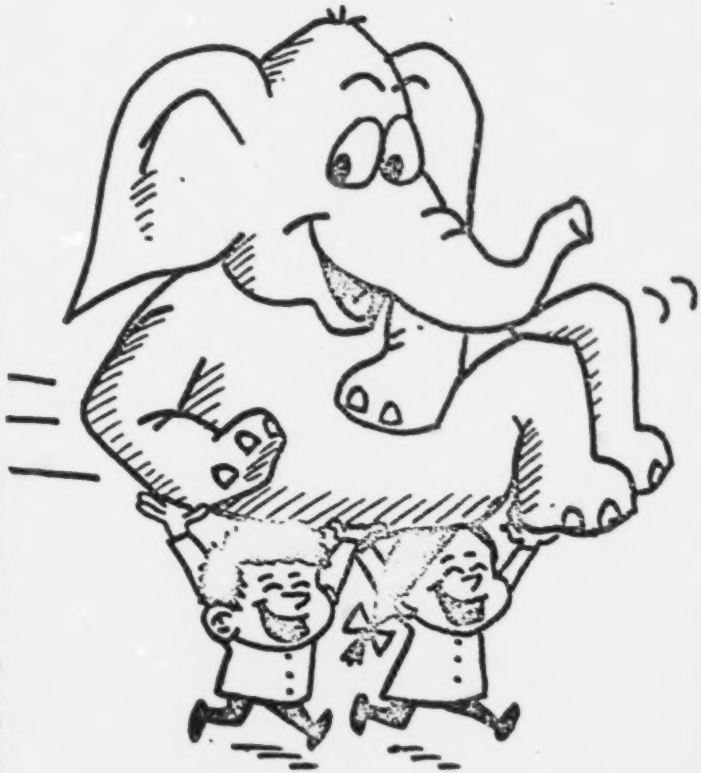
Teacher's Name _____

UNITED TEACHERS OF DADE
*"Caring About Kids"*

Seal
of
Approval
earned by
For
date
signed

Copyright© Frank Schaffer

# *Congratulations on a big job!*



*Official Signature:* 107

Dissemination Package

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Biscayne Elementary School
800 - 77 Street
Miami Beach, FL 33141
June 26, 1989

Dear Alumni:

As the Emotionally Handicapped (E.H.) Supplementary Teacher, I have been given the responsibility of assisting the E.H. classroom teachers with academic and affective curricula, determining appropriate teaching strategies and developing an effective classroom management system. My major area of concern was the reduction of inappropriate behavior. The teachers in the E.H. program, as well as the administrators, agreed that there was a need for consistency and structure in the E.H. program. Because of the absence of organization within the program and the frequency of off-task, inappropriate behavior, I sought to develop a program to rectify this problem.

After ten weeks of implementation the program provided the needed consistency, organization and structure. The incidence of off-task behavior was reduced by 70 percent. It is recommended that the program be implemented during the 1989-90 school year, and that the results and implementation strategies be shared with the other E.H. Supplementary teachers in the district for replication in their schools.

Rhonda C. McKinney

## Abstract

Development of an Articulation Program for the Elementary School Emotionally Handicapped Program. McKinney, Rhonda C., 1989: Practicum Report, Nova University, Center for the Advancement of Education. Descriptors: Teaching Strategies/Children In Conflict/ Social Learning/Managing Students/Behavior Management/ Exceptional Children/Discipline Programs/Learning Oriented Classrooms/Handicapped Students/Self-Contained Classrooms/

An articulation program was developed in this practicum to structure the emotionally handicapped (E.H.) program. The program's aim was to provide consistency, organization and structure in the E.H. program. This program was designed to assist the students with staying on task, becoming structured and to reduce their inappropriate behavior. This ten week program contained two basic components: a behavioral management system and a task development program. The results of this practicum indicated the need for a structured program that had consistency in every aspect possible. After administering the Pre-Observation of Student Behaviors Checklist and the Student Attitudinal Survey, it was evident that all thirty students in the E.H. program would be classified as the target group. The program proved to provide consistency, organization and structure in the E.H. classes. It also reduced the occurrence of off-task inappropriate behavior seventy percent of the time in the members of the target group. Appendices include the level sheets, progress and conduct reports, behavioral certificates and a table of the Pre and Post Observation of Student Behaviors Checklist.

# ANNOTATED BIBLIOGRAPHY

Algozzine, Bob, Catherine V. Morsink and Kate M. Algozzine. "What's Happening in Self-Contained Special Education Classrooms?" Exceptional Children. 55. 3. November 1988, pp. 259-264.

In this article the authors conducted an investigation to find out what transpires in self-contained emotionally handicapped (E.H.) classrooms. The authors concluded that the E.H. classroom's instruction had to be task oriented, and primary and secondary reinforcers needed to be utilized.

Instructing Moderate and Severe Handicapped Students

Ault, Melinda Jones, et al. "Review of Comparative Studies in the Instruction of Students with Moderate and Severe Handicaps." Exceptional Children. 55. 4. December 1987, pp. 346-354.

This article deals with instruction of students with moderate to severe handicaps. The main thrust of the article was the discovery of strategies that would change the students' internal state as it relates to their environment.

Developing a Learning Oriented Classroom

Berliner, David and Ursula Casanova. "Is Your Classroom Learning Oriented?" Instructor. 8. 8. April 1989, pp. 14-15.

This article contains a discussion of the influences the classroom environment has on learning and how the use of motivational strategies produces students who are responsible and willing to learn.

Discipline Programs for the Future

Bluestein, Jane. "21st Century Discipline." Instructor. 8. 8. April 1989, pp. 58-60.

This article concentrates on strategies to use for behavioral problems that can assist students in learning self-management. The basic premise of this approach is that everyone's needs are considered and everyone feels valued.

Discipline Programs: Are they Working?

Curwin, Richard L. and Allen N. Mendler. "Packaged Discipline Programs: Let the Buyer Beware." Educational Leadership. 46. 2. October 1988, pp. 68-71.

In this article the author suggests that every discipline program should have goals, principles, rules, intervention procedures and an implicit or explicit evaluation process. Two types of discipline programs are addressed in this article. One program stresses rules and little is learned about responsibility and the other program stresses responsibility where the students learn from outcomes.

The Study of Exceptional Children

Hallahan, Daniel P. and James M. Kauffman. Exceptional Children: Introduction to Special Education. Englewood Cliff, New Jersey: Prentice Hall Publications, 1988.

This book discusses the various types of exceptionalities. It defines eight different exceptionalities: learning disabled, emotionally handicapped, mentally retarded, gifted, speech and language disorders, hearing impaired, visually impaired and physically impaired. The authors described each

exceptionality individually and lists the classification, etiology, prevalence, teaching methods and psychological and behavioral characteristics of the exceptional child.

## Using Behavior Management Techniques

Mahar, Gail B. "Punch Out: A Behavior Management Technique." Teaching Exceptional Children. 21. 2. Winter 1989, pp. 74-75.

In this article the author explains a behavioral technique called "Punch Out" that can be used with students who exhibit off-task behavior. The main purpose of this behavioral technique is to increase on-task behavior and decrease inappropriate behavior through positive reinforcement.

## Techniques for Managing Disruptive Students

Petty, Ray. "Managing Disruptive Students." Educational Leadership. 46. 6. March 1989, pp. 26-28.

This article addresses the problems faced with behavior disordered students. It focuses on a special type of behavioral curriculum that reduces inappropriate behavior.

Educational Services for Behavior Disordered Students

Schloss, Patrick J. et al. "The Franklin-Jefferson Program: Demonstration of an Integrated Social Learning Approach to Educational Services for Behaviorally Disordered Students." Teaching: Behaviorally Disordered Youth. 4. 1. April, 1988, pp. 7-14.

This article summarizes a study conducted in a special education district, which involved a comprehensive program for behaviorally disordered students. The program entailed four major elements: the school note, aggression management system, curriculum strategies and fading procedures that structured the academic program in this district.

Teaching Strategies for Children in Conflict

Swanson, H. Lee and Henry R. Reinert. Teaching Strategies for Children in Conflict. St. Louis, Missouri: Times Mirror/Mosby College Publishing, 1984.

This book deals with teaching strategies for children who have behavioral problems. The authors cite various types of educational intervention strategies, characteristics of the child in conflict, academic and affective curricula material, public laws and different types of behavior management systems.

# APPENDICES

# Appendix A

## Observation of Student Behaviors

Appendix A

Observation of Student Behaviors

| | | | | | | |
|---|---|---|---|---|---|---|
| NEVER | 0% | | | | | E |
| | | | | | | X |
| SELDOM | 10/20% | | | S | | C |
| | | | | O | | E |
| SOMETIMES | 20/40% | | | M | | S |
| | | | S | E | | S |
| OFTEN | 40/50% | N | E | T | O | I |
| | | E | L | I | F | V |
| EXCESSIVELY | Over 70% | V | D | M | T | E |
| | | E | O | E | E | L |
| | | R | M | S | N | Y |

1. Has difficulty staying in seat.
2. Does not complete tasks.
3. Has short attention span.
4. Is easily distracted.
5. Does not attend to task at hand.
6. Does not participate in class activities.
7. Daydreams
8. Is physically aggressive (hits, kicks, etc)
9. Threatens teachers or students with bodily harm.
10. Has temper tantrums.
11. Uses profane language.
12. Lacks self-control.
13. Talks out inappropriately.
14. Appears hyperactive/ overactive.
15. Demonstrates inappropriate mood changes.
16. Is destructive (classroom materials, property, etc.)
17. Exhibits self-injurious behavior.
18. Lacks motivation.
19. Tends to be untruthful.
20. Takes things belonging to others.

Appendix B

Pre-Observation of Student Behaviors.

Appendix B

Pre-Observation of Student Behaviors

| | | | | | | |
|---|---|---|---|---|---|---|
| NEVER | 0% | | | | | |
| SELDOM | 10/20% | | | | | |
| SOMETIMES | 20/40% | | | | | |
| OFTEN | 40/50% | | | | | |
| EXCESSIVELY | Over 70% | | | | | |
| | | NEVER | SELDOM | SOMETIMES | OFTEN | EXCESSIVELY |
| 1. | Has difficulty staying in seat. | 1 | 3 | 5 | 6 | 15 |
| 2. | Does not complete tasks. | | 8 | 5 | 8 | 9 |
| 3. | Has short attention span. | | 8 | 8 | 8 | 6 |
| 4. | Is easily distracted. | | 3 | 8 | 9 | 10 |
| 5. | Does not attend to task at hand. | | 5 | 5 | 9 | 10 |
| 6. | Does not participate in class activities. | 3 | 5 | 4 | 8 | 10 |
| 7. | Daydreams | | 8 | 6 | 7 | 9 |
| 8. | Is physically aggressive (hits, kicks, etc) | | | 7 | 8 | 15 |
| 9. | Threatens teachers or students with bodily harm. | | | 7 | 8 | 15 |
| 10. | Has temper tantrums. | | 4 | 5 | 7 | 14 |
| 11. | Uses profane language. | | 5 | 5 | 8 | 12 |
| 12. | Lacks self-control. | | 6 | 5 | 9 | 10 |
| 13. | Talks out inappropriately. | | | 4 | 6 | 20 |
| 14. | Appears hyperactive/ overactive. | | 4 | 9 | 10 | 7 |
| 15. | Demonstrates inappropriate mood changes. | | 7 | 9 | 8 | 6 |
| 16. | Is destructive (classroom materials, property, etc.) | 5 | 4 | 7 | 6 | 8 |
| 17. | Exhibits self-injurious behavior. | 14 | 10 | 5 | 1 | 0 |
| 18. | Lacks motivation. | | 3 | 7 | 9 | 11 |
| 19. | Tends to be untruthful. | 3 | 9 | 7 | 6 | 5 |
| 20. | Takes things belonging to others. | 5 | 4 | 8 | 7 | 6 |

Appendix C

Post - Observation of Student Behaviors

Appendix C

Post-Observation of Student Behaviors

| | | | | | | |
|---|---|---|---|---|---|---|
| NEVER | 0% | | | | | EXCESSIVELY |
| SELDOM | 10/20% | | | SOMETIMES | | |
| SOMETIMES | 20/40% | | | | | |
| OFTEN | 40/50% | NEVER | SELDOM | | OFTEN | |
| EXCESSIVELY | Over 70% | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. | Has difficulty staying in seat. | 8 | 10 | 4 | 5 | 13 |
| 2. | Does not complete tasks. | 10 | 9 | 3 | 4 | 4 |
| 3. | Has short attention span. | 8 | 9 | 5 | 4 | 4 |
| 4. | Is easily distracted. | 6 | 9 | 5 | 5 | 5 |
| 5. | Does not attend to task at hand. | 10 | 9 | 4 | 3 | 4 |
| 6. | Does not participate in class activities. | 10 | 8 | 4 | 5 | 3 |
| 7. | Daydreams | 10 | 10 | 6 | 2 | 2 |
| 8. | Is physically aggressive (hits, kicks, etc) | 12 | 6 | 3 | 4 | 5 |
| 9. | Threatens teachers or students with bodily harm. | 9 | 8 | 7 | 3 | 3 |
| 10. | Has temper tantrums. | 11 | 6 | 4 | 5 | 4 |
| 11. | Uses profane language. | 8 | 6 | 7 | 4 | 5 |
| 12. | Lacks self-control. | 9 | 5 | 5 | 5 | 6 |
| 13. | Talks out inappropriately. | 8 | 8 | 7 | 2 | 5 |
| 14. | Appears hyperactive/ overactive. | 9 | 7 | 8 | 3 | 3 |
| 15. | Demonstrates inappropriate mood changes. | 10 | 6 | 5 | 5 | 4 |
| 16. | Is destructive (classroom materials, property, etc.) | 9 | 7 | 5 | 5 | 4 |
| 17. | Exhibits self-injurious behavior. | 20 | 7 | 3 | 0 | 0 |
| 18. | Lacks motivation. | 10 | 6 | 5 | 4 | |
| 19. | Tends to be untruthful. | 12 | 8 | 4 | 3 | 3 |
| 20. | Takes things belonging to others. | 12 | 6 | 4 | 5 | 3 |

Appendix D

Student Attitudinal Survey

## Appendix D

### Student Attitudinal Survey

1. Do you know why you're in an E. H. program?
2. What behaviors do you feel placed you in an E. H. program?
3. Do you want help in learning how to improve your behavior?
4. How do you feel about yourself?
5. What are some things you would like to change about yourself?
6. Do you like school?
7. Name three things you do not like about school.
8. What do you feel is your biggest problem with your behavior?
9. Do you feel that you can benefit from the E. H. program.
10. What are some changes you would like to see in the E. H. program?

# Appendix E

## Level System Chart

# L E V E L  S Y S T E M  C H A R T

| Level I | Level II | Level III | Level IV |
|---|---|---|---|
| Criteria: 5 consecutive days with 70% of the points earned. | Criteria: 10 consecutive days with 80% of the points earned. | Criteria: 15 consecutive days with 85% of the points earned. | Criteria: Mainstreamed Must earn 90% of the points. |
| STUDENTS | STUDENTS | STUDENTS | STUDENTS |
| | | | |
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Appendix F

Level I - Level IV

NAME:_____ DATE:_____ LEVEL I DAY:_____

| BEHAVIORS | 8:30<br>9:30 | 9:30<br>10:30 | 10:30<br>11:30 | 11:30<br>12:30 | 12:30<br>1:30 | 1:30<br>2:30 | TOTAL | COMMENTS |
|---|---|---|---|---|---|---|---|---|
| Raises Hand: waits to be acknowledged | | | | | | | | |
| Stays on Task | | | | | | | | |
| Uses Proper Language | | | | | | | | |
| Follows Directions: the first time | | | | | | | | |
| | | | | | | | | |

NAME:_____ DATE:_____ LEVEL II DAY:_____

| BEHAVIORS | 8:30<br>9:30 | 9:30<br>10:30 | 10:30<br>11:30 | 11:30<br>12:30 | 12:30<br>1:30 | 1:30<br>2:30 | TOTAL | COMMENTS |
|---|---|---|---|---|---|---|---|---|
| Demonstrates Level I Behaviors | | | | | | | | |
| Completes Tasks | | | | | | | | |
| Keeps Hands and Feet to Self | | | | | | | | |
| Minds Own Business | | | | | | | | |
| | | | | | | | | |





BEST COPY AVAILABLE

NAME:_____ DATE:_____ LEVEL III DAY:_____

| BEHAVIORS | 8:30<br>9:30 | 9:30<br>10:30 | 10:30<br>11:30 | 11:30<br>12:30 | 12:30<br>1:30 | 1:30<br>2:30 | TOTAL | COMMENTS |
|---|---|---|---|---|---|---|---|---|
| Demonstrates Level I Behaviors | | | | | | | | |
| Demonstrates Level II Behaviors | | | | | | | | |
| Uses self-control: Ignores Inappropriate Behaviors | | | | | | | | |
| Respects <u>all</u> authority figures | | | | | | | | |
| | | | | | | | | |

NAME:_____ DATE:_____ LEVEL IV DAY:_____

| BEHAVIORS | 8:30<br>9:30 | 9:30<br>10:30 | 10:30<br>11:30 | 11:30<br>12:30 | 12:30<br>1:30 | 1:30<br>2:30 | TOTAL | COMMENTS |
|---|---|---|---|---|---|---|---|---|
| Demonstrates Level I, II and III behaviors | | | | | | | | |
| Works cooperatively with others | | | | | | | | |
| Takes responsibility for own behavior | | | | | | | | |
| Respects property of others | | | | | | | | |
| | | | | | | | | |

Appendix G

Task Sheet

24 NAME: _____ TASK SHEET DATE: _____

| TASKS | MONDAY | | TUESDAY | | WEDNESDAY | | THURSDAY | | FRIDAY | |
|---|---|---|---|---|---|---|---|---|---|---|
| READING TEXTBOOK | | | | | | | | | | |
| READING WORKBOOK | | | | | | | | | | |
| READING INDEPENDENT ACTIVITY | | | | | | | | | | |
| ENGLISH | | | | | | | | | | |
| MATH TEXTBOOK | | | | | | | | | | |
| MATH INDEPENDENT ACTIVITY | | | | | | | | | | |
| WRITING | | | | | | | | | | |
| SPELLING | | | | | | | | | | |
| CONTENT AREA | | | | | | | | | | |

Appendix H

Daily Progress Report

NAME:_____ DATE:_____



## DAILY PROGRESS REPORT

1. Amount of work completed:

   ____ All ____ Most ____ Little ____ None

2. Quality of classwork:

   ____ Superior ____ Good ____ Fair ____ Poor

3. Behavior:

   ____ Excellent ____ Very Good ____ Good ____ Fair ____ Poor

4. Homework was:

   ____ Good ____ Poor ____ Not Submitted

5. Tonight there is:

   ____ Homework ____ No Homework

_____ _____

Teacher's Signature Parent's Signature

Teacher's Comments:_____

_____

_____

## HOMEWORK

Spelling:_____

Math:_____

Reading:_____

# Appendix I

## Criteria for Level System

Appendix I

Criteria for Level System

LEVEL I

CRITERIA:

The student will complete five (5) consecutive days with 70 percent of possible points earned.

BEHAVIORS:

1. Raises Hand: waits to be acknowledged
2. Stays on task
3. Uses proper language
4. Follows directions; first time
5. Individual behavior for each student

PRIVILEGES:

1. Completely self contained
2. No privileges at this time
3. Earn general reinforcers if student earns specified number of points for Level I.
4. May earn 15 minutes of time from activity or library area at seat a day.

BONUS POINTS:

A total of 5 points can be earned during a day

| | | |
|---|---|---|
| 1. | Bus ride - sitting in seat (morning and afternoon) | 2 points |
| 2. | Cafeteria behavior - good eating manners | 1 point |
| 3. | Bringing back homework | 1 point |
| 4. | Bringing back Progress Report | 1 point |

## LEVEL II

CRITERIA:

The student will complete ten (10) consecutive days with 80 percent of possible points earned.

BEHAVIORS:

1. Demonstrate Level I behaviors
2. Completes tasks
3. Keeps hands and feet to self
4. Minds own business
5. Individual behavior for each student

PRIVILEGES:

1. May earn 15 minutes of activity time at activity or library area each day
2. Earn general reinforcers if student earns specified number of points for Level II
3. Assist teacher in the classroom
4. Mark own point sheet
5. May participate in school functions i.e. assemblies

BONUS POINTS:

The bonus points for Level Ii are the same as the points for Level II.

## LEVEL III

CRITERIA:

The student will complete fifteen (15) consecutive days with 85 percent of possible points earned.

BEHAVIORS:

1. Demonstrates Level I behaviors
2. Demonstrates Level II behaviors
3. Uses self-control/ignores inappropriate behaviors
4. May participate in all school functions including field trips
5. Earn general reinforcers if student earns specified number of points for Level II
6. May earn two 15 minute activity times at the activity, library or listening areas a day.

BONUS POINTS:

The bonus points for Level III are the same as the other Levels

## LEVEL IV

CRITERIA:

Begin mainstream; student must earn 90 percent of the possible points

BEHAVIORS:

1. Demonstrates Level I, II, and III behaviors
2. Works cooperatively with others
3. Takes responsibility for own behavior
4. Respects property of others
5. Individual behavior for each student

PRIVILEGES:

1. Level II and III privileges plus:
2. May earn time spent in school library
3. May be mainstreamed

BONUS POINTS:

The bonus points for Level IV are the same as the other Levels

Appendix J

Conduct Reports

Appendix J

Bus Conduct Report

| NAMES | M | T | W | R | F |
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Music Conduct Report

| NAMES | M | T | W | R | F |
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Art Conduct Report

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P.E. Conduct Report

| NAMES | M | T | W | R | F |
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Appendix K

Level System Improvement Certificate

Certificate
of
IMPROVEMENT
given to:
for moving to Level ____. Keep up
the good work!
Teacher
Assistant
Date